

School Improvement Plan
2017-18
Milltown Elementary School

MISSION

To be a family of learners, committed to excellence.

VISION

We commit to:

.....a welcoming, engaging and enriched community where every adult takes collective responsibility and works positively and in collaboration with others to constantly improve student learning.

....best practices only, where students and families are encouraged to become leaders and are empowered to leave legacies in our community.

We value (updated January 2016):

Collaboration, politeness, flexibility, positivity, respect for self and others, willingness to learn, community, resilience, supportive of one another, creativity, being motivated, kindness

TARGET: Teacher Collaboration around Balanced Literacy.

Big Indicators:

- June 2018 BLNA will indicate 5 or 6 ratings in guided reading for all K-2 teachers.
- K-2 teachers will map out Theory of Action for Guided Reading.
- May 2018 Provincial **reading** Results for grade two will be 80% appropriate or better **(June grade one results: 84% were appropriate or better)**

Phase Goals (milestones along the way):

- K-2 teachers have had support from math lead for chunks of the school year
- K-2 teachers have had part time support from literacy lead for chunks of the school year.
- K-5 teachers have created weekly/bi-weekly schedule to demonstrate use of all 9 components of BL.
- K-2 teachers **will map** out the Theory of Action for Guided Reading. **(The team will map out how guided reading is supposed to work to improve reading achievement).**

Goals	Measureable Evidence & Success Indicators	Timeline	Who is Responsible
Weekly team meetings for all K-5 teachers with monitoring of individual student reading goals.	minutes	Weekly	K-2 teachers
<p>Goals</p> <p>Minimum of ____ weekly reading conferences/small group lessons with each K-2 students, including intervention and goal setting.</p>	<p>Measurable Evidence & Success Indicators</p> <p>Daily lesson plans</p>	<p>Timeline</p> <p>Weekly</p>	<p>Who Is Responsible</p> <p>K-2 teachers</p>
<p><i>Theory of Action (How do we think this is going to work?)</i></p> <ul style="list-style-type: none"> • If teachers set individual literacy goals for students and meet weekly to share common assessment results • Then they will talk about the teaching methods that were most successful for individual students.... • Then they can intervene using the highest-yield strategies... • Then student literacy achievement will improve. 			
<ul style="list-style-type: none"> • 			

TARGET: Formative Assessment

Big Indicators:

June 2018 a self-assessment by teachers (of their formative assessment practices) will indicate that all LA and math teachers, K-5 will be at a 5 or a 6 on the self-assessment rubric..

Results of question #31, Teacher Perception Survey will stabilize or improve in December 2017 and improve in December 2018:

I use formative assessment evidence to inform planning for individual students with my team:

Never or hardly ever	On about one quarter of lessons	In about one half of my lessons	In about three quarters of my lessons	In almost every lesson
15.4%	0%	30.8%	15.4%	38.5%

Phase Goals:

- PL was given at staff meetings to identify formative assessment tools specific to each grade level.
- PL was given at staff meetings to identify how to use FA results to inform next steps in instruction.

Goal	Measurement and Evidence of Success	Timeline	Who is Responsible
Weekly team meetings in IMAC will include teachers reporting on formative assessment tool used.	Weekly team meeting minutes	weekly	Katie, Chris, Melissa, Ellie, Christina
Goal	Measurement and Evidence of Success	Timeline	Who is Responsible
Weekly team meetings in IMAC will include teachers reporting on how formative assessment has informed instruction and intervention.	Weekly team meeting minutes	weekly	Katie, Chris, Melissa, Ellie, Christina

Theory of Action (How is this supposed to work):

- If we identify subject specific formative assessment tools for each grade and
- If we teach teachers how to implement the FA methods/tools
- And if staff uses FA regularly in math and LA
- And if staff use FA results to guide next instructional steps
- Then student achievement will be maximized

TARGET: Student Attendance

Big Indicators: Number of students with chronic attendance issues (missing 10 per cent or more of possible days) in IMAC Williams' will decrease in 2017-18 (Term 1) over 2016-17 term one statistics.

Phase Goals:

- 1) Term one attendance for IMAC Williams' homeroom (September 5, 2017-November 9, 2017) will improve over 2016-2017 attendance.
- 2) Number of students in IMAC Williams displaying chronic attendance problems (missing 10 per cent or more) will decrease over 2016-17 stats.
- 3) Divide the class between Heather, Judy and Katie for the "Save One Student"

Goal	Measurement and Evidence of Success	Timeline	Who is Responsible
Divide the children at risk of chronic absenteeism in IMAC W into three groups- assign groups to Heather, Judy and Katie – adult has a 2 minute, non-school related conversation for ten days in a row	ESST minutes	Monday September 11-Friday September 22, 2017	Erin/Chris, Heather, Judy, Katie
Attendance slips will go home in student agendas for every absence in IMAC Williams.	ESST reviews duplicate attendance slips.	September 5-November 9, 2017	Chris, ESST
Weekly check ins with absent students will be held to offer support & encouragement around attendance.	ESST minutes	Weekly, September 5-November 9, 2017	Erin, Heather, Judy, Katie

Theory of Action (How is this supposed to work?)

- If we monitor attendance weekly and
- If we send home attendance slips for every ½ day missed and
- If we check in weekly with absent students who are at risk of chronic absenteeism
- Then students will attend more consistently

Conditions for Success (How Could we break this?)

- by inadvertently giving excessive attention to students, we could mistakenly reward the absences

TARGET: Decreasing Disruptive behaviour through Zones of Regulation

Big Indicators: Teacher Perception Survey score will improve in Dec. 2018 over Dec. 2017 results.

Question 45: Disruptive student behaviour causes a significant loss of learning time in this school.

Disagree	Neither Agree nor disagree	Agree
23.1	38.5	38.5

Phase Goals (milestones along the way):

- 1) EAs received refresher training on August 29, 8:30-9:30 AM (with Jennifer Grant)
- 2) Perception surveys in Dec. 2017 stayed the same or improved over Dec. 2016 results.
- 3) Heather observed at least one lesson per grade level.
- 4) Adults routinely observed referring students to posters/calming cards.

Goal	Measurement and Evidence of Success	Timeline	Who is Responsible
Teachers in grades 1-4 will teach lessons 1-9 of Zones by Jan. 31, 2018.	Minutes of team meetings will include dates of lessons taught.	September 5, 2017-Jan. 31, 2018.	Heather, Stacey, Christine, Denise, Ellie, Chris
Goal	Measurement and Evidence of Success	Timeline	Who is Responsible
Teachers in kindergarten will teach lessons in Fun Friends – full program by June 20, 2018.	Minutes of team meetings will include dates of lessons taught.	September 5, 2017-June 22, 2018.	Heather, Laurie, Karen

Theory of Action – How is this supposed to work?

- *Teachers will teach lessons 1-9 of Zones*
- *And if the teachers use/refer to and post posters in all areas*
- *And if all teachers have a set of calming cards that they offer to students....*
- *Then students will become able to identify what zone they're in independently*
- *Then students will be able to pick a calming card independently*
- *And then students will need to leave the class/disrupt learning less often*
-

TARGET: Question #24 on Perception Surveys

My students apply conceptual understanding (i.e. by asking questions, generating and testing predictions, investigating, observing, analyzing, and communicating results)

Never or hardly ever	Om about one quarter of lessons	In about one half of my lessons	In about three quarters of my lessons	In almost every lesson
15.5%	7%	38.5%	30.8%	7.7%

Phase Goals:

- 1) Core Leadership Team will spend one hour of time each term, investigating and exploring high yield strategies, in order to plan and prepare to implement a small scale, lean goal in 2018-19.
- 2) **Katie to share initial findings at Core Leadership Team meeting on Thursday Oct. 19, 2017.IP**

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